Report Writing Form Definitions

These definitions are to be used by MSIP Team Members as
they gather information and complete the Report Writing Form.

Term	Definition	Additional Information	Standard. & Indicator
academics	classes presenting formal instruction; classes for credit		6.7.1/6.7.3
accommodation	change in test presentation or response requirements that are designed to provide <u>all</u> students with an equal opportunity to demonstrate what they know and can do; Accommodations do not substantively alter a test's content, level, or performance criteria.		
achievement test	a test that measures knowledge of acquired information and skill mastery, usually attained as a result of planned instruction or training		
action research	a form of collective, self-reflective inquiry undertaken by educators in order to improve instructional practices, as well as their understanding of these practices and the situations in which these practices are carried out	the project proceeds through cycles of planning, acting, observing, and reflecting and is systematically and self-critically implemented and interrelated; it seeks both action outcomes and research data	6.7.1/6.7.3
activity	description of the presentation of the material that reflects the learning level of the objective and the knowledge and skills necessary for success on the assessment.	reference to the teaching/learning strategy (the teaching technique; manner in which the material is presented) should be included.	6.1.1
alignment, external	The measurable learner objectives and related activities and assessments reflect the demands of the Show-Me Process and Knowledge Standards at the appropriate learning level.	alignment to the Curriculum Frameworks is also acceptable. Additional alignments to national standards, etc., are acceptable but not required.	6.1.1
alignment, internal	There is close relationship among measurable learner objectives, instructional activities, and assessments (all having external alignment to the Show-Me Standards or Curriculum Frameworks).		6.1.1
articulation	how the curriculum fits together among grade levels and courses within a subject; an exercise to ensure that essential skills and knowledge are introduced, practiced, mastered, and reviewed at the appropriate grade/developmental levels	Developing a comprehensive scope-and-sequence outline and/or completing a curriculum mapping project are steps to determine the level of articulation.	6.1.1; 6.1.2
articulation agreement	written agreements between school districts and postsecondary institutions to ensure that students completing vocational programs can continue their education after high school		7.3.3
assessment	the process of collecting, analyzing, and interpreting information about academic	For MSIP--a clear description and/or example of appropriate summative	6.1.1

	performance related to educational goals. Assessments, as opposed to tests, typically employ a variety of procedures for evaluating student work and learning.	evaluation for the majority of objectives. Formative assessments may accompany instructional activities. Multiple objectives may be assessed in one test or performance event.	
assessment data	information on individuals and groups of students gathered from standardized tests, district-level tests, individual tests, and other classroom evaluations.		6.2
at-risk student	students who, without intervention and support, would not achieve at a level equal to their potential; students who, without intervention and support, will not graduate from high school		6.3.6
authentic assessment	tests demanding the application of skills and knowledge in a "real-life" situation		6.1.2
benchmark	expected or anticipated skill or understanding at various developmental levels; A specified step along a path toward achievement of a goal or standard	generally identified for a few key levels or grade spans; could be identified for each grade span	
board approval	the local board of education has adopted the written curriculum	minor, ongoing adjustments in the curriculum can be made without board approval; It is suggested that the board be kept informed on general curriculum and instructional matters on an annual basis. Guides formally reviewed and revised as part of the district's systematic procedures should be approved by the board.	6.1.1
code of conduct	school district document that describes expected behavior and consequences for noncompliance.	also known as a discipline policy	6.6.1
comprehension skills	understanding the meaning of or making meaning of spoken or written words		6.3.3
Comprehensive School Improvement Plan (CSIP)	long-range plan developed by the district with involvement by staff, board, parents, patrons to address needs of the district	MSIP concerns must be addressed in the CSIP.	6.8.2; 6.8.4; 8.2.1; 8.2.2
constructed response items	These items ask students to give their own short answers rather than choosing from a list of possible answers.		6.1.1
cooperative learning	students work in organized groups to learn; roles are assigned to each member of the group and each is accountable for mastery of the concept being learned.		6.3.3
course description	a description of the overall course content and major activities or requirements is printed in each curriculum guide; the course description may include broad course objectives used to plan learner objectives/outcomes.	may be a course description for each grade level or grade span of the subject, discrete courses should have course descriptions (for example, Algebra II would have a different description than General Math.)	6.1.1

course objective	broad expectation for a course of study or individual course	more focused and discrete learner objectives usually supplement and support these course objectives	
cross-reference	objectives are matched, either in part or whole, with some aspects of the Show-Me Standards; without specific focus		6.1.1
curriculum	the plan for the presentation of educational activities in an educational institution		6.1
Curriculum Frameworks	Missouri's Frameworks for Curriculum Development--intended to guide Missouri Schools as they develop local curriculum aligned to the Show-Me Standards	Alignment to the Curriculum Frameworks in the written curriculum may be substituted for alignment to the Show-Me Standards.	6.1
curriculum guides	documents containing the aligned components of the instructional plan for a school district; MSIP requires graduate goals, rationale, course description, measurable learner objectives, learning activities, assessments, alignment to the Show-Me Standards or Curriculum Frameworks..	There is to be written curriculum for each subject/course. As required components are added to the guides, they are to be aligned to the Show-Me Standards. Board approval is required for major revisions as part of the district's revision plan.	6.1.1
curriculum mapping	Teachers record the lessons taught during the school year and time spent on each. Maps (charts) are made from these data to indicate the subject matter emphasized and the time spent teaching each component.	This system is intended to assure agreement among the contents of the curriculum guide, the actual subject matter taught within allotted time spans, and the results of testing.	6.1.1, 6.1.2
decoding skills	translating symbols into words		6.3.3
design team	group formally organized to prepare a project for adoption and/or implementation		6.7
disaggregated data	the performance of various groups within a total population can be studied by dividing of separating the achievement or assessment data for specific groups of students	Disaggregation may be on the following bases: racial/ethnic, boys/ girls, at-risk, special education, poverty level, or other groups.	6.3.4
discipline policy	school district document that describes expected behavior and consequences for noncompliance with the expected behavior	may also be called a code of conduct	6.6.1
District Response to the Standards and Indicators	written responses to specific Standards and Indicators to be used in the MSIP team's report; Some sections will be copied into the report verbatim.	A publication by this title describes all of the information and documentation that a school district is required to provide for the MSIP review team. It can be found on the DESE web site under MSIP Third-Cycle Resources.	
educationally disadvantaged student	students who, without intervention and support, would not achieve at a level equal to their potential; students who, without intervention and support, may not graduate from high school	may include but not limited to students in special instructional programs such as special education, Title I, 504 plans, and/or at-risk programs.	6.3.6
eMINTS	"enhancing Missouri's Instructional Networked Teaching Strategies" provides computer-based classrooms for Missouri		6.4.4

	Schools and training for teachers to use the technology		
equity	equal treatment, equal rights, equal access for all populations, and/or multicultural perspectives and cultural diversity concepts	includes gender, racial/ethnic, disability-awareness concepts	6.1.3
fellowship program	a university post awarded to a graduate student who is supported by a university department to teach or undertake research; project designed to improve skills with the support and cooperation of a university or college	The University of Missouri has a fellowship program that places first and/or second year teachers in classrooms with mentoring support from an experienced teacher as they work on their Master's Degree.	6.7.6
flexible grouping	temporary groups formed on the basis of assessment results to receive instruction in specific reading strategies and skills, usually with text at the students' instructional level	may vary from whole-group to individual student instruction based on the needs of the group	6.3.3
fluency	speed and accuracy in recognizing words and comprehending connected text, and coordinating the two; identifying letters and words automatically		6.3.3
goal	a broad objective		6.1
graduate goals	a description of what the district expects of its graduates in various subject areas . In the absence of graduate goals, objectives cross-referenced to Show-Me Standards in a board-adopted guide will imply adoption of the Standards as the graduate goals.	may be overall goals for all graduates, interim goals for grade levels or grade spans, and/or goals for subject matter fields that relate to the overall graduate goals; Objectives cross-referenced to the Show-Me Standards is the minimum requirement.	6.1.1
guided reading	using a teacher-chosen text, the teacher works with a small temporary group of students to develop their processing strategies as they read increasingly difficult texts		6.3.3
independent reading	The student reads silently from student-chosen text at an independent level. The level of materials is monitored by the teacher.		6.3.3
independent reading level	The student reads 96%+ of words accurately and comprehends 100% of the passage.		6.3.3
indicator	one of the requirements for meeting a standard		
instructional activities	clear description and/or specific example of how the material (content and process) is to be presented to achieve the learner objective	may be combined with instructional strategies and teacher activities to give a complete explanation of the presentation of the material	6.1.1
instructional reading level	student reads 90-95% of words accurately with 85-90% comprehension		6.3.3
instructional strategies	teaching-learning techniques used to present instruction in the classroom	examples--lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one	6.1.1; 6.3.2

		instruction, computer-assisted instruction, and hands-on activities.	
Integrated Standards and Indicators Manual	MSIP publication that lists the standards and indicators for school accreditation adopted by the State Board of Education	It can be found on the DESE web site under MSIP Third-Cycle Resources.	
journals	written record of experiences; may be general in nature or include specific experiences with a certain subject	These are individually composed, not published professional journals.	6.7.1/3
learning level	the level of expected mastery of a learning objective as related to Bloom's Taxonomy (knowledge, comprehension, application, etc.) or similar hierarchy.	the learning level demanded to meet the Show-Me Performance Standards is at the application level and above.	
measurable learner objectives	descriptions of expected learner outcomes in terms of observable learner behavior including a clear delineation of the content to be learned and the learning level	Learner competencies, performance indicators, and other terms may also meet this definition. Measurable objective may imply the type of activity and assessment.	6.1.1
measure	quantitative condition for meeting an indicator or a standard		
mission statement	a formally adopted declaration that states the aims of a school district or other organization in very general terms		
outcome	expected or anticipated result of an instructional activity for a learner	objective, performance indicator, competency	6.1
peer coaching	learning or improving knowledge or skills with the help of staff or students of equal standing	This could be an instructional strategy, tutoring strategy, or staff development or support activity.	6.1.1
performance indicator	a discrete objective or learner outcome that leads to meeting a broader learner objective or outcome; could also be a measure of performance	may be considered a "measurable learner objective" for MSIP purposes in some instances	6.1.1
performance task/event	complex demonstration of student knowledge (i.e. project, speech, essay, concept map, experiments, or research paper)		6.1.1
philosophy	set of precepts, beliefs, principles, or aims, underlying the educational practices in a school district	should directly support the mission statement; sometimes called "beliefs"	
phonemic awareness	insight that every spoken work can be conceived as a sequence of phonemes, units of sound that represent and distinguish meaning in language, early introduction to the letters of the alphabet	an awareness of phonemes is the basis for the understanding of the alphabetic principle and thus the ability to learn phonics and spelling	6.3.3
phonics	instructional practices that emphasize spellings are related to speech sounds in systematic ways; letter-sound correspondences		6.3.3
portfolios	organized collection of artifacts meant to represent the work of an individual or organization		

rationale	a reason or justification for teaching the subject/course related to the district's mission and philosophy is printed in the curriculum guide	may be a rationale for the entire subject matter field, rationale for the subject in a grade span, and/or rationale for individual courses in subject matter fields. Separate rationales may be written for secondary level courses.	6.1.1
reading goals	reading expectations for each grade level K-3	These may be district or school reading and/or communication arts curriculum goals for each grade level.	6.3.3
Reflective Journals	Reflective journals or logs are recordings of key events, thoughts, or feelings in the educator's work days to reflect on for improvement and/or to share learning with colleagues...(Wood and McQuarrie, 1999)		6.7
Report Writing Form	the document on which the MSIP review team records its findings	It can be found on the DESE web site under MSIP Third-Cycle Resources.	
rubric	scoring guide with written expectations or levels necessary to earn a certain point value or grade		6.1.2
scope and sequence outline	concrete, often graphic or tabular representation of the presentation of the learner objectives; Scope is the latitude or breadth of the curriculum and sequence is the time order and/or grade level of the presentation of educational experiences.	A comprehensive scope and sequence outline can indicate that a curriculum is articulated.	6.1.1
selected response items	test that requires the student to choose a correct answer from a limited list of possibilities (i.e. multiple choice, true-false, or matching)		6.1.1
self study	the school district's responses to a given set of standards and indicators such as MSIP, NCA, or other national standards	not required by MSIP, but used by districts for planning purposes	
shared reading	student reads with others (teacher, small group, or partner), usually familiar text		6.3.3
Show-Me Standards	thirty-three performance standards listed under four broad goals and forty knowledge standards listed under six content areas--what high school graduates in Missouri should "know" and be able "to do."	authority for the Show-Me Standards: Section 160.514 RSMO	6.1.1
standard	expected level of quality or excellence against which judgments and accreditation decisions are made		
strategic planning	formal, long-range planning effort that involves school staff, district patrons, and others; elements include developing and refining a plan as well as the steps necessary to implement the components of the plan upon board approval.		
strategy	the manner in which the lesson material is		6.1

	presented and practiced; the teaching/learning technique.		
study group	group that has an interest in or responsibility for learning about a common topic		
targeted instructional services	Title I reading, math, communication arts, LEP/ESOL differentiated instruction, supplemental reading instruction (e.g. Reading Recovery)		6.3.6
teacher collaboration	groups of teachers working together to achieve improvement		6.7.1/3
technology	the application of scientific, electronic, and/or computer tools in the educational process	Technology should not be defined narrowly to include only the latest computer hardware and programs or so broadly to include outdated tools that will not prepare students for today's workplace or higher education challenges.	6.1.3, 6.4
training	course work, in-service workshops, coaching activities, study groups, mentoring, administrative guidance and support may all provide ways for teachers to learn or improve knowledge and skills		6.7
word-attack skills	learned strategies to decode, sight read and recognize written words		6.3.3